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ABSTRACT

This monograph, the first in a series of documents being compiled from materials located in the Wisconsin State Educational Accountability Repository, reproduces copies of, or excerpts from, legislation that has been enacted through May 1972 in 19 States for Statewide assessment programs, accountability programs, and PPBS systems. Some of the statutes included were initiated and recommended by State education agencies; others were mandated by State legislatures. The report also includes a 2-page table that indicates at a glance the status of accountability legislation for all the States and outlying possessions of the United States. This publication should be of interest to persons at the State and local level who are responsible for elementary and secondary education in the nation. Related documents are EA 004 717 and EA 004 718. (Author/JF)

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Cooperating States are:
Colorado • Florida • Maryland • Michigan • Minnesota • Oregon • Wisconsin

ED 069050

LEGISLATION BY THE STATES:

ACCOUNTABILITY AND ASSESSMENT IN EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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PREFACE

This publication is the first of a series which is being compiled from materials located in the State Educational Accountability Repository (SEAR) in Madison, Wisconsin. SEAR is one of the features of the Cooperative Accountability Project (CAP) which is being financed through Title V, Section 505, of the Elementary and Secondary Education Act of 1965.

CAP is developing a comprehensive program for servicing the accountability needs facing state and local education agencies across the nation. One of its purposes is to provide current information regarding the status of accountability and other related programs. It is administered through the State of Colorado.

SEAR is located in the Wisconsin Department of Public Instruction. Its purpose is to provide state education agency personnel and interested persons with access to a central source of materials published by the various states regarding their practices and procedures for developing and implementing accountability and/or assessment programs. SEAR contains over 350 publications and reports at the present time and will be updated on a continuing basis.

Copies of, or excerpts from, legislation that has been enacted through May 1972 in the various states for statewide assessment programs, accountability programs, and PPBS systems are reproduced in this report. Some of the statutes included here were initiated and recommended by state education agencies; others were mandated by state legislatures. The report also includes a two-page table that indicates at a glance the status of accountability legislation for all of the states and outlying possessions of the United States. SEAR will keep state education agencies apprised of new legislation that may be enacted in the future.

This publication should be of interest to persons at the state and local level who are responsible for elementary and secondary education in the nation. It attempts to furnish guidance to those states that are concerned about legislation (enacted or proposed) related to educational accountability.

Jack G. Schmidt, Director
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STATE EDUCATIONAL ACCOUNTABILITY REPOSITORY

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STATUS OF LEGISLATION AT A GLANCE

(May 1972)

State	Legislation Enacted	No Legislation	Comments
Alabama		X	
Alaska		X	Introduced, but did not pass.
Arizona	X		
Arkansas		X	
California	X		Amendments introduced; pending.
Colorado	X		
Connecticut	X		
Delaware		X	
Dist. of Columbia		X	
Florida	X		Requested by Dept. of Education.
Georgia (budget appropriation for assessment)		X	Dept. to introduce next session.
Hawaii			
Idaho		X	Introduced, but did not pass.
Illinois			3 bills pending in Senate.
Indiana	X		
Iowa		X	
Kansas		X	
Kentucky		X	
Louisiana		X	
Maine	X		(Dept. requesting funds for assessment in Fall, 1972).
Maryland	X		
Massachusetts	X		
Michigan	X		Another bill possible in 1972.
Minnesota		X	Introduced, but did not pass.
Mississippi		X	
Missouri		X	
Montana		X	
Nebraska	X		Requested by Dept. of Education.
Nevada		X	
New Hampshire		X	
New Jersey	X (Governor's mandate)		A second bill pending.
New Mexico	X		
New York		X	
North Carolina		X	
North Dakota		X	
Ohio	X		
Oklahoma		X	Introduced, but did not pass.
Oregon	X		
Pennsylvania	X		
Rhode Island	X		To introduce another bill in 1973.

State	Legislation Enacted	No Legislation	Comments
South Carolina		X	
South Dakota		X	
Tennessee		X	Possible in 1973 session.
Texas		X	Possible in 1973 session.
Utah		X	
Vermont		X	
Virginia	X		
Washington		X	
West Virginia		X	
Wisconsin	X		
Wyoming		X	Possible in 1973 session.
Canal Zone		X	
Guam			No response.
Puerto Rico		X	
Saipan		X	
Samoa (American)			No response.
Virgin Islands			No response.

ARIZONA

The Arizona State Legislature passed an Act in 1969 which required an annual standardized statewide reading achievement test for grade 3 pupils. The general intent was to see whether third-grade children in the state were reading as well as third-grade children nationally. Testing can be required of higher grades, but as of May 1972, no funds have been appropriated for testing other grades.

Following the copy of the 1969 Act is the amended part of Section 15-102 of Chapter 168 (Senate Bill No. 1294). This amendment was enacted May 22, 1972 and requires the State Board of Education to implement an evaluation system of pupil achievement in relation to measurable performance objectives.

ARTICLE 2.1. READING ACHIEVEMENT TESTS

S. 15-1131. Testing pupils in third grade

Beginning with the school year commencing July 1, 1970, a standardized reading achievement test which shall be adopted by the state board of education shall be given annually in the last week of January to all third grade pupils who are completing the third grade. The state board of education shall promulgate rules and regulations governing the methods for the administration of all such uniform tests. Added Laws 1969, Ch. 59.

S. 15-1132. Testing pupils in grades higher than the third

The superintendent may require the pupils in grades higher than the third to take uniform tests of a nature similar to that required by this article for third grade pupils. Added Laws 1969, Ch. 59.

S. 15-1133. Acceptable tests

Any test employed shall be uniform throughout the state. The tests shall be adopted for use by the state board of education, and shall be printed or purchased and distributed to the various school districts by the office of the state superintendent. Added Laws 1969, Ch. 59.

S. 15-1134. Test results

The results of any uniform tests administered to pupils under this article shall be reported to the state board of education. The results shall include the score of each individual pupil, the score of each classroom, the score of each school and such other information or comparative data as the state board of education may by regulation require. A copy of such results shall be retained in the office of the state superintendent. The state superintendent, by utilizing experts in the field of test evaluation, shall actually assess the effectiveness of reading programs. An annual report shall be submitted to the state board of education, to the legislature, each district board of education in the state and all superintendents. The state board of education shall annually make recommendations to the legislature with respect to such test results and analysis which will enhance the quality of the reading program in the public schools. Added Laws 1969, Ch. 59.

S. 15-1135. Exemption

Pupils who have been determined to be mentally retarded, or excused from attending regular classes in a public school as prescribed by the title, shall be exempt from the testing requirement prescribed by the article. Added Laws 1969, Ch. 59.

CHAPTER 168 SENATE BILL 1294

AN ACT RELATING TO EDUCATION: ESTABLISHING A PROGRAM FOR BASIC SCHOOL PROGRAM EVALUATION AND AMENDING SECTION 15-102, ARIZONA REVISED STATUTES.

Be it enacted by the Legislature of the State of Arizona: . . .

The state board of education shall: . . .

24. By June 30, 1975, in cooperation with all local school districts, develop, establish, and direct the implementation of a continuous uniform evaluation system of pupil achievements in relation to measurable performance objectives in basic subjects. The board shall assist in the development of alternate learning procedures to help pupils attain their individual learning expectancy levels based on intelligence factors, achievement factors and teacher evaluation. Basic subjects shall be defined for these purposes as reading, writing, and computation skills.

CALIFORNIA

The California State Legislature passed two Acts which required statewide testing programs: the California School Testing Program in 1961, with amendments enacted in several sessions thereafter, and the Miller-Unruh Basic Reading Act of 1965, with amendments passed in subsequent sessions. Abstracts of the two Acts are presented in this report along with quoted passages from the two laws. Legislation has been introduced in the 1972 session which will modify the state testing program. A PPBS system also is being considered. These bills are pending and are not included in this report.

A third bill was enacted in July 1971, Assembly Bill No. 293, known as the "Stull" bill. This bill added sections to Chapter 2 of the Education Code for the evaluation and assessment of performance of certificated employees. These sections are quoted directly from the bill in this report. In order to implement the bill, the California Department of Education established a set of guidelines for school distric

to use in developing procedures for evaluating certificated personnel. These guidelines were published in 1972. An Appendix to the guidelines states that the requirements of Assembly Bill 293 may well have significant financial impact on school districts. Each district, therefore, is requested to maintain an accounting of the personnel man-hours and other costs involved in developing, implementing, and maintaining the evaluation system. If the legislation should involve substantial new costs to school districts, the California State Board of Education wants to provide the Legislature with this information in order to promote the concept that future legislation should provide for the financial implications the bill may entail.

A SHORT HISTORY OF STATEWIDE TESTING PROGRAMS IN CALIFORNIA

California has two required statewide programs for testing pupils in the public schools. They are the California School Testing Program and the testing required under the Miller-Unruh Basic Reading Act of 1965. All school districts in the state are required to administer specified tests and report the scores to the State Department of Education and to their local school boards. Under the Miller-Unruh testing program the state supplies the required tests to school districts, and under the State Testing Program, school districts purchase the tests directly from publishers. No separate state funding for scoring or reporting test results is provided to school districts for either program.

1. California School Testing Program (Chap. 9 of Div. 9 of the Education Code)

The California School Testing Program began with a law passed at the 1961 session of the Legislature, and the first required testing was done in the fall of 1962 with intelligence and achievement tests that school districts selected from a list approved by the State Board of Education. Tests were administered in grades 5, 8, and 11.

The California School Testing Law was amended in 1963 and required the administration of physical performance tests, in addition to the intelligence and academic achievement tests. In 1965 the law was amended to require that uniform tests for all school districts be adopted by the State Board of Education. The Board designated intelligence and reading tests for use in grades 6 and 10. The first tests under the 1965 amendments were administered in the fall of 1966. They were the Lorge-Thorndike Intelligence Tests in grades 6 and 10, the Stanford Reading Test in grade 6, and the Tests of Academic Progress, Reading Test, in grade 10.

At the 1968 session of the Legislature, the testing program was amended by AB 1168 (Stats. 1968 Chap. 427). The law required testing with intelligence tests, basic skills tests (defined as reading, spelling, basic mathematics and grammar), and physical performance tests. The law also specified that tests were to be administered in grades 6 or 8, and 12. In addition to testing in the basic skills, testing also was to be required by the State Board of Education from time to time in content courses-- literature, history, advanced mathematics, and science. The requirement for testing in either grade 6 or 8 was amended out of the law at the 1969 session of the Legislature by AB 1534 (Chap. 1552), and testing is now required of all pupils in grades 6 and 12.

The tests adopted for use in the 1969-70 school year are the Lorge-Thorndike Intelligence Tests in grades 6 and 12, the Comprehensive Tests of Basic Skills in grade 6, the Iowa Tests of Educational Development in grade 12, and the California Physical Performance Test in grades 6 and 12. Intelligence tests are administered during the months of October and November, achievement tests during the month of October and physical performance tests during April and May.

2. Miller-Unruh Basic Reading Act Testing (Chap. 5.8 of Div. 6 of the Education Code)

By legislation enacted in 1965, a testing program in reading in grades 1, 2, and 3 was required in connection with a program to improve reading instruction in the primary grades. This was the Miller- Unruh Basic Reading Act of 1965. Tests adopted by the State Board of Education were the Stanford Reading Tests, and these tests were used from 1966 through 1969. In 1969 the State Board of Education adopted new tests for use in the primary grades beginning in the 1969-70 school year. The Stanford Reading Tests will be phased out and the Cooperative Primary Reading Test will be the required test.

Testing in the primary grades is done the first 10 school days in May. Test results are reported to the State Department of Education, and one of the uses made of the required testing is in the system of priorities for funding under the Miller-Unruh Basic Reading Act. Also, test results are used for evaluation of reading programs on both the district and state levels.

CHAPTER 9. SCHOOL TESTING

Article 1. General Provisions

12820. This chapter may be cited as the California School Testing Act of 1969.

12821. The objectives of this chapter are:

(a) To afford a means and procedure for evaluating the effectiveness of the public schools as shown by the competence and progress of public school pupils in basic skills and content courses.

(b) To make such evaluations available to educational agencies and the public as a basis for the correction of deficiencies in, and the improvement of, all phases of the state educational system and as a basis for research.

(c) To afford to the Legislature facts from which it may determine the proper allocation and expenditure of public funds for public school education.

12822. As used in this chapter:

(a) "Achievement test" means any standardized test which measures or attempts to measure the level of performance which a pupil has attained in one or more courses of study. It shall include (1) tests in basic skills courses administered annually and (2) tests in content courses administered from time to time as designated by

the State Board of Education.

(b) "Physical performance test" means any test which measures or attempts to measure the physical fitness of a pupil.

(c) "Scholastic aptitude test" means any standardized test which measures or attempts to measure the scholastic aptitude of a pupil.

(d) "Testing program" means the systematic achievement, physical performance, and scholastic aptitude testing required by this chapter of all pupils in grades 6 and 12 in all schools within a school district by means of tests designated by the State Board of Education.

(e) "Basic skills courses" means those subjects which involve, among other skills, memorization and mastery of specific functions, including but not limited to, reading, spelling, basic mathematics, and grammar.

(f) "Content courses" means those subjects which require the integration of factual matter, logical analysis, the solution by the student of posed problems, and the communication of ideas, including, but not limited to, literature, history, advanced mathematics, and science.

12823. The State Board of Education shall:

(a) Require a testing program in all school districts.

(b) Designate the achievement, scholastic aptitude, and physical performance tests to be used during the ensuing school year.

(c) Adopt regulations for the conduct and administration of the testing program.

12824. The State Board of Education may develop, publish and administer tests of its own devising, and the board may utilize the expert services of any persons or groups of persons in public or private employment.

12825. The governing board of each district shall, in accordance with the rules and regulations of the State Board of Education, conduct a testing program within the district. The governing board may also administer other tests.

12826. The governing board of a school district shall report to the Department of Education, pursuant to rules and regulations adopted by the State Board of Education, the scores of the achievement and scholastic aptitude tests administered pursuant to this article.

The districtwide results of the testing program, but not the score or relative position of individual pupils, shall be reported to the governing board of the district at least once a year at a regularly scheduled meeting.

12827. Upon request of the Department of Education, a school district shall submit to the department at least once every two years the results of its physical performance testing.

12828. At the request of the State Board of Education, and in accordance with rules and regulations which the board may adopt, each county superintendent of schools shall cooperate with and give assistance to school districts under his jurisdiction in carrying out the testing programs of such districts and other duties imposed on school districts by this chapter.

12829. With the exception of physical performance tests, no city, county, city and county, or district superintendent of schools or any principal or teacher of any elementary or secondary school under his charge shall carry on any program of specific preparation of the pupils within the district for the testing program as such or the particular test used therein.

12830. No provision of this chapter or Article 3 (commencing with Section 8571) of Chapter 3 of Division 7 shall be construed to mean, or represented to require, that graduation from a high school or promotion to another grade level is in any way dependent upon successful performance on any test administered as a part of the testing program.

Article 2. Content Course Evaluation

12840. From time to time, as the State Board of Education may determine, the board shall conduct studies of the effectiveness of the various content courses offered by the public schools of this state. Such studies shall include details of the specific objectives of the courses and the level of achievement attained by students enrolled in such courses and, for this purpose, the board may use the results of any test administered under the provisions of this chapter.

12841. Upon the completion of a study by the board pursuant to Section 12840, the board shall report its finding, and recommendations, if any, to the Governor and the Legislature not later than January 1 of the year succeeding completion of the study.

12842. In making reports to the Legislature pursuant to Section 12841, the board shall maintain the anonymity of all individual students involved, as well as the participating school districts. The board may make analyses involving other factors, including, but not limited to, general categories of pedagogies in use, type of district organization, geographic area, socioeconomic data, size of school district, or other analytical items which may prove useful.

12843. The governing board of any school district shall cooperate fully with the State Board of Education in making its schools available for studies; provided, that the State Board of Education shall provide all necessary materials and consultant services free of charge to the district.

12844. The State Board of Education may accept federal or other funds for the purpose of financing studies under this article. Such studies shall be conducted by the board on an ad hoc basis, and the board may utilize the expert services of any persons or groups of persons in public or private employment.

Article 3. Testing Evaluation and Analysis

12848. The Department of Education shall prepare and submit an annual report to the Legislature, the State Board of Education and to each school district in the state containing an analysis, on a district-by-district basis, of the results and test scores of the testing program in basic skills courses, including tests administered pursuant to the Miller-Unruh Basic Reading Act of 1965. The report shall include, but is not limited to, an analysis of the following operational factors having a substantive relationship to or bearing on such results:

(a) Maximum and minimum salary paid teachers.

(b) Average class size in grades 1 to 3, inclusive.

(c) Pupil-teacher ratio in grades 4 to 8, inclusive.

(d) Number of nonteaching certificated personnel per 100 full-time teachers.

(e) Total general fund tax rate and total general purpose tax rate.

(f) Assessed valuation per unit of average daily attendance.

(g) Percentage of minority enrollment.

(h) Index of family poverty, derived from dividing funds received under Title I of the Elementary and Secondary Education Act of 1965 (Public Law 89-10) by the average daily attendance in the district.

(i) Average scholastic ability.

(j) Average transitory factors as derived from dividing the average daily attendance of the district or selected schools by the total annual enrollment of the district.

(k) The rate of turnover of staff.

12849. The State Board of Education shall make recommendation to the Legislature as the board deems appropriate concerning appropriate or necessary legislation with respect to the results of the testing program and the evaluation and analysis thereof required by this chapter.

CHAPTER 5.8. SPECIAL ELEMENTARY SCHOOL READING INSTRUCTION PROGRAM

Article 1. General Provisions

Citation of Act

5770. This chapter may be cited as the Miller-Unruh Basic Reading Act of 1965 (added by Stats. 1968, Ch. 182).

Statement of Legislative Intent and Purpose

5771. It is the intent and purpose of the Legislature that the elementary school reading instruction program provided for by this chapter shall be directed to the prevention of reading disabilities, and the correction of reading disabilities at the earliest possible time in the educational career of the pupil. The instruction program shall be provided in grades 1, 2, and 3 in the elementary schools.

It is the further intent of the Legislature that the reading program in the public schools be of high quality, and that the program be designed to permit early development of reading skills, and the early correction of reading disabilities. The Legislature recognizes that early development of reading ability enhances the opportunity of each pupil for success in school and for success in a career upon leaving school. The Legislature further recognizes that to achieve its intent and purpose it will be necessary to provide means to employ teachers trained in the teaching of reading, to provide incentives to encourage such training, and to stimulate the establishment and maintenance of school libraries. To carry out its intent and purpose, the Legislature has enacted this chapter to provide salary payments for specialist teachers in reading, scholarships to encourage the development of skills in the teaching of reading, and salary payments for the employment of professional librarians in school districts. It is also the intent of the Legislature that the provisions of this chapter shall be administered to provide funds and services first to those school districts and to the schools in such districts where the need for reading instruction is greatest and the financial ability of the district to provide it is least. This program is voluntary and any school district may participate or may decline to participate. If a district participates, it shall participate fully with respect to those schools in the district in which the program is established. . . .

Article 3. Testing and Program Evaluation

Testing of Pupils Completing the First and Second Grades; Nationwide Norms; Exemptions; Use of Test

5779. Commencing with the school years 1965-66, the State Board of Education shall require that uniform tests to determine achievement of basic reading fundamentals and skills shall be administered to all pupils who are completing the first and second grades. The State Board of Education shall adopt rules and regulations governing the time, place and methods for administration of the testing program.

The State Board of Education shall determine the form in which the results of uniform tests under this article shall be reported to the Department of Education, and beginning with the tests administered in the 1968-69 school year to second and third grade pupils, shall require, in addition to reports presently required for purposes of Section 5782, and as based on publishers' norms, that such reports include a distribution, based on first grade test results, of the number of months of progress achieved for each year the pupils have been in school.

Uniform tests for each grade shall be recommended by the Department of Education and shall be submitted to the State Board of Education for approval and adoption no later than January 31, 1966. Any test so adopted shall be in national use and nationwide norms shall have been developed for such test. The tests which have been approved and adopted by the board shall be printed or purchased, and distributed to the various school districts in the state by the Department of Education.

Pupils who have been determined to be mentally retarded or educationally handicapped, as defined in this code, shall be exempted from the testing requirement imposed by this chapter.

The testing program imposed by this chapter shall be used exclusively for the purposes herein set forth, and no test scores or results shall be employed to rank school districts according to their test results in any publication, other than a publication which may be made necessary in order to effectively administer this chapter.

The tests administered pursuant to this article shall be employed to determine each school district's quota of specialist reading teachers, as required by Article 4 (commencing with Section 5781) of this chapter.

(Added by Stats. 1968, Ch. 182; amended by Stats. 1968, Ch. 995.)

Testing in Initial Teaching Alphabet

5779.1. The governing board of each school district, in conducting a testing program in the district pursuant to

Section 5779 shall be allowed to conduct achievement reading tests at school district expense printed in the Initial Teaching Alphabet for those pupils who are accustomed to learning in that alphabet in lieu of the uniform tests prescribed by Section 5779.

Achievement Test to 3rd-Grade Pupils; Evaluation of Program; Report to Legislature.

5780. Commencing with the school year 1966-67, and in each year thereafter, a standardized reading achievement test, which shall be adopted by the State Board of Education and distributed to the various school districts, shall be administered to all third-grade pupils completing the third grade.

The scores of those pupils who have participated in a remedial program shall be maintained and treated separately.

From a study of the results of these tests in districts which conduct a basic reading program pursuant to this chapter, and the test results in districts which do not conduct such a program, the Superintendent of Public Instruction shall evaluate the basic reading program provided by this chapter, and he shall report his findings annually to the State Board of Education.

The State Board of Education shall report its findings regarding the implementation of, and experience under, the basic reading program provided by this chapter, together with any recommendations for any adjustments in the program to the Legislature at each regular session.

ASSEMBLY BILL NO. 293 (Enacted July, 1971)

CHAPTER 361

The people of the State of California do enact as follows: . . .

Article 5.5. Evaluation and Assessment of Performance of Certificated Employees

13485. It is the intent of the Legislature to establish a uniform system of evaluation and assessment of the performance of certificated personnel within each school district of the state. The system shall involve the development and adoption by each school district of objective evaluation and assessment guidelines.

13486. In the development and adoption of these guidelines and procedures, the governing board shall avail itself of the advice of the certificated instructional personnel in the district's organization of certificated personnel.

13487. The governing board of each school district shall develop and adopt specific evaluation and assessment guidelines which shall include but shall not necessarily be limited in content to the following elements:

(a) The establishment of standards of expected student progress in each area of study and of techniques for the assessment of that progress.

(b) Assessment of certificated personnel competence as it relates to the established standards.

(c) Assessment of other duties normally required to be performed by certificated employees as an adjunct to their regular assignments.

(d) The establishment of procedures and techniques for ascertaining that the certificated employee is maintaining proper control and is preserving a suitable learning environment.

13488. Evaluation and assessment made pursuant to this article shall be reduced to writing and a copy thereof shall be transmitted to the certificated employee not later than 60 days before the end of each school year in which the evaluation takes place. The certificated employee shall have the right to initiate a written reaction or response to the evaluation. Such response shall become a permanent attachment to the employee's personnel file. Before the end of the school year, a meeting shall be held between the certificated personnel and the evaluator to discuss the evaluation.

13489. Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis, at least once each school year for probationary personnel, and at least every other year for personnel with permanent status. The evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employee. In the event an employee is not performing his duties in a satisfactory manner according to the standards prescribed by the governing board, the employing authority shall notify the employee in writing of such fact and describe such unsatisfactory performance. The employing authority shall thereafter confer with the employee making specific recommendations as to areas of improvement in the employee's performance and endeavor to assist him in such performance. . . .

SEC. 41. Sections 1 to 39 of this act shall become operative on the 61st day after the final adjournment of the 1972 Regular Session of the Legislature.

COLORADO

The Colorado General Assembly passed an Educational Accountability Act on June 7 in the 1971 legislative session. This Act was funded in the amount of $40,000 in fiscal year 1972 and has been funded for another $40,000 for fiscal year 1973. The contents of the Act are given below:

ARTICLE 41. EDUCATIONAL ACCOUNTABILITY

123-41-1. Short title. This article shall be known and may be cited as the "Educational Accountability Act of 1971."

123-41-2. Legislative declaration. (1) The general assembly hereby declares that the purpose of this article is to

institute an accountability program to define and measure quality in education, and thus to help the public schools of Colorado to achieve such quality and to expand the life opportunities and options of the students of this state; further to provide to local school boards assistance in helping their school patrons to determine the relative value of their school program as compared to its cost.

(2) (a) The general assembly further declares that the educational accountability program developed under this article should be designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools. The program should begin by developing broad goals and specific performance objectives for the educational process and by identifying the activities of schools which can advance students toward these goals and objectives. The program should then develop a means for evaluating the achievements and performance of students. It is the belief of the general assembly that in developing the evaluation mechanism, the following approaches, as a minimum, should be explored:

(b) Means for determining whether decisions affecting the educational process are advancing or impeding student achievement;

(c) Appropriate testing procedures to provide relevant comparative data at least in the fields of reading, language skills and mathematical skills;

(d) The role of the department of education in assisting school districts to strengthen their educational programs;

(e) Reporting to students, parents, boards of education, educators, and the general public on the educational performance of the public schools and providing data for the appraisal of such performance; and

(f) Provision of information which could help school districts to increase their efficiency in using available financial resources.

123-41-3. State board of education—duties. (1) (a) The state board of education shall develop a state accountability program, which:

(b) Describes and provides for implementation of a procedure for the continuous examination and improvement of the goals for education in this state.

(c) Identifies performance objectives which will lead directly to the achievement of the stated goals.

(d) Adopts a procedure for determining the extent to which local school districts accomplish their performance objectives. Evaluation instruments, including appropriate tests, shall be developed under the authority of this article to provide the evaluation required, but standardized tests shall not be the sole means developed to provide such evaluation.

(e) Recommends a procedure and timetable for the establishment of local accountability programs.

(2) The state board of education shall adopt rules and regulations for the implementation of this article.

(3) (a) There is hereby created an advisory committee to the state board of education, which shall consist of seventeen members to be selected in the manner and for the terms provided in this subsection (3). The advisory committee shall assist the state board of education in performing its duties under this article.

(b) (i) Three of the members of the advisory committee shall be appointed by the speaker of the house of representatives, of which no more than two shall be from each of the major political parties; and two of the members of the advisory committee shall be appointed by the president of the senate, one from each of the major political parties.

(ii) Five members of the advisory committee shall be appointed by the governor from among those persons who are currently serving or have served as members of boards of education in this state.

(iii) Seven members of the advisory committee shall be appointed by the state board of education, three of which shall be classroom teachers and three of which shall be public school administrators.

(4) The terms of office of members of the advisory committee shall be three years; except that of the members appointed under subsection (3) (b) (i) to take office on July 1, 1971, two members shall be appointed for one-year terms, two members shall be appointed for two-year terms, and one member shall be appointed for a three-year term; of the members appointed under subsection (3) (b) (ii) to take office on July 1, 1971, two members shall be appointed for one-year terms, one member shall be appointed for a two-year term, and two members shall be appointed for three-year terms; and of the members appointed under subsection (3) (b) (iii) to take office on July 1, 1971, two members shall be appointed for a one-year term, two members shall be appointed for two-year terms, and three members shall be appointed for three-year terms. Vacancies shall be filled by appointment, in the same manner as original appointments, for the unexpired term.

(5) The advisory committee shall elect a chairman from among its members. The members of the advisory committee shall receive no compensation for their services on the committee but shall be reimbursed for their actual and necessary expenses incurred in the performance of their duties on the committee.

(6) The department of education shall make available to the advisory committee such data, facilities, and personnel as are necessary for it to perform its duties.

123-41-4. Local accountability programs. (1) The board of education of each school district in the state shall adopt a plan for a local accountability program designed to measure the adequacy and efficiency of educational programs offered by the district. The board shall appoint an advisory accountability committee which shall make recommendations to the board relative to the program of accountability but it shall be the responsibility of the board to implement the provisions of this section. The advisory accountability committee shall consist of at least one parent, one teacher, one school administrator, and a taxpayer from the district.

(2) The board of education of each district shall report not later than December 31 of each year to the residents of the district, and to the state board of education, on the extent to which the district has achieved its stated goals and objectives. The report shall also contain an evaluation of

educational decisions made during the previous year which have affected school services and processes.

(3) The state board of education shall assist local boards of education in the preparation of the district goals and objectives and the procedures for measuring school district performance in reaching those goals and objectives.

123-41-5. Reports. Not later than March 1, 1972, and each year thereafter, the state board of education shall transmit to the general assembly a report of its activities in developing and administering the educational accountability program, including the progress of the state and local school districts toward the achievement of their respective goals and objectives. The state board of education shall also recommend any legislation which it deems necessary for the improvement of educational quality in this state.

Section 2. Effective date. This act shall take effect July 1, 1971.

Section 3. Appropriation. In addition to any other appropriation, there is hereby appropriated out of any moneys in the state treasury not otherwise appropriated, for the fiscal year beginning July 1, 1971, to the department of education, the sum of forty thousand dollars ($40,000), or so much thereof as may be necessary for the administration and implementation of this act.

Colorado's State Legislature also enacted Senate Bill No. 42 in the 1971 legislative session, which is the Program, Planning, Budgeting and Evaluating System (PPBES) Act. This Act is reproduced below:

SENATE BILL NO. 42

CONCERNING A BUDGETING AND EVALUATION SYSTEM FOR THE PUBLIC SCHOOLS, AND MAKING AN APPROPRIATION THEREFOR.

Be it enacted by the General Assembly of the State of Colorado:

Section 1. 123-34-5, Colorado Revised Statutes 1963 (1967 Supp.), is amended to read: **123-34-5. Financing, budgeting, and accounting.** (1) Financing of the services performed under the direction of the board of cooperative services shall be by contributions from available moneys in any funds, which may be legally expended for such services, of the participating members on the basis of a proportionality agreed upon by the governing boards of the participating members and from the boards of cooperative services funds.

(2) A board of cooperative services shall adopt a budget and an appropriation resolution prior to the beginning of the calendar year for which adopted.

(3) A board of cooperative services shall follow the provisions of "The School District Budget Law", being Article 32 of this chapter, wherever such provisions are applicable, except that the provisions of sections 123-32-12 (3) (c), (4), and (6), and 123-32-15 (4) shall not apply to a board of cooperative services.

Section 2. Chapter 123, Colorado Revised Statutes 1963, as amended, is amended by the addition of a new article to read:

ARTICLE 42
Program Planning, Budgeting, and Evaluating System

123-42-1. Short title. This article shall be known and may be cited as the "Program Planning, Budgeting, and Evaluating System (PPBES) Act."

123-42-2. Legislative declaration. It is the purpose of this article to develop for the public schools a budget format which will present educational programs in terms of pupil achievement and relate these programs to expenditures.

123-42-3. Development of manual. (1) The department of education shall contract with a nationally recognized firm having experience and expertise in developing PPBES for public schools for the preparation draft of a manual containing definitions and directions necessary for establishing a state-wide program accounting system.

(2) The department of education, with expert assistance, shall prepare a final draft of the manual and shall send at least one copy thereof to each school district in the state no later than July 1, 1972.

123-42-4. Establishment of system by school districts. No later than July 1, 1973, each school district in this state shall establish and maintain its program accounting system pursuant to the manual prescribed in section 123-42-3.

123-42-5. Penalties. Any school district in this state which does not establish and maintain its program accounting system as required by section 123-42-4, shall forfeit and shall not be paid an amount equal to ten percent of the amount it otherwise would receive during the ensuing calendar year pursuant to the "Public School Foundation Act of 1969."

123-42-6. Reports. Each school district of this state shall report to the state board of education no later than January 1 and July 1 of each year following the institution of such system concerning its experience with such system during the previous six months.

123-42-7. Administration. This article shall be administered by the state board of education. The state board of education shall have the authority to adopt reasonable rules and regulations for the administration of the article.

Section 3. Appropriation. In addition to any other appropriation, there is hereby appropriated out of any moneys in the state treasury not otherwise appropriated, to the department of education, the sum of forty thousand dollars ($40,000), for the fiscal year beginning July 1, 1971, in order to carry out the purposes of this act.

CONNECTICUT

Connecticut's General Assembly passed a number of Acts relating to evaluation of educational programs during the 1971 session. Some of the Acts are presented below, starting with Public Act No. 665, which requests an evaluation and assessment procedure to measure educational programs of the school districts. Following this Act are five Acts concerned with the evaluation of vocational and occupational education programs, programs for the disadvantaged, special education programs, federal education programs, and innovative programs.

A section of the report of the Governor's Commission on Services and Expenditures was sent to the State Educational Accountability Repository by Connecticut. The section is titled **Education,** *and among the many recommendations are those which ask for a reorganization of the Department of Education; the installation of a system for evaluating, projecting, and monitoring financial aspects of federal and state grant programs for education; immediate steps to improve management control, service, and cost effectiveness in the Department of Education; and the expanded use of data processing. Estimated costs to carry out these recommendations are provided in the report. Copies of the document can be distributed upon request.*

Another bill has been passed by the Connecticut State Legislature in the 1972 session, and this bill was passed over the Governor's veto. Substitute House Bill No. 5371 establishes a Legislative Program Review Committee which is a permanent standing Committee composed of legislative members from both the Senate and House. This Committee shall meet as often as it may be necessary to examine state agency programs and their administration to determine whether they are effective, efficient, serve their intended purposes, or require modification or elimination. There is a legislative management group in the Connecticut State Legislature which has funds of its own. This newly-established Committee will be able to draw from these funds and also from the budget of the Legislature. The bill is quoted following the aforementioned Acts.

PUBLIC ACT NO. 665 (Enacted July 6, 1971)

AN ACT CONCERNING DUTIES OF THE BOARD OF EDUCATION TO EVALUATE THE EDUCATIONAL PROGRAMS OF SCHOOL DISTRICTS WITH THE ADVICE OF A LEGISLATIVE COMMITTEE.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-4 of the 1969 supplement to the general statutes is repealed and the following is substituted in lieu thereof: (a) Said board shall have general supervision and control of the educational interests of the state, which interests shall include pre-school, elementary and secondary education, special education, vocational education and adult education; shall provide leadership and otherwise promote the improvement of education in the state, including research, planning and evaluation; shall prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law; shall conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and in improving their proficiency in meeting the diverse needs and interests of pupils; and shall keep informed as to the condition, progress and needs of the schools in the state. (b) Said board shall submit to the governor, as provided in section 4-60, and to the general assembly, a detailed statement of the activities of the board and an account of the condition of the public schools and of the amount and quality of instruction therein and such other information as will assess the true condition, progress and needs of public education. Said board shall develop or cause to be developed an evaluation and assessment procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools and shall report on these procedures to the joint standing committee on education of the general assembly by February 15, 1972. (c) Said board shall also include recommendations for policies and programs designed to improve education and may publish such reports and information concerning the educational interests of the state within its jurisdiction as it deems advisable.

Section 2. This act shall take effect July 1, 1971.

PUBLIC ACT NO. 383 (Enacted June 3, 1971)

AN ACT CONCERNING THE EVALUATION OF PROGRAMS OF VOCATIONAL AND OCCUPATIONAL EDUCATION.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 10-96 of the general statutes is repealed and the following is substituted in lieu thereof: (a) The state board of education shall establish standards under which it will approve town-operated vocational schools and industrial arts programs in junior high schools and high schools and prescribe the regulations under which towns shall receive grants-in-aid for such approved vocational schools and for the expansion and development of industrial arts programs. (b) Said board shall evaluate periodically the progress, accomplishments and needs of programs provided for in section 10-64 to 10-66, inclusive, 10-95, 10-96, 10-99, 10-266f and 10-286a and shall on or before March first of each year report its findings to the governor and the general assembly. Said board shall at such time report to the joint standing committee on education of the general assembly the disbursement of funds, the types of projects funded and evaluate projects authorized by said statutes.

PUBLIC ACT NO. 52 (Enacted April 17, 1971)

AN ACT CONCERNING THE PERIODIC EVALUATION AND REPORTING OF PROGRAMS DEALING WITH THE EDUCATION OF DISADVANTAGED CHILDREN.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 10-266i of the 1969 supplement to the general statutes is repealed and the following is substituted in lieu thereof: The state board of education shall periodically evaluate the progress and accomplishments of programs covered by sections 10-266f to 10-266h, inclusive, and shall report its findings to the boards of education providing such programs and to all other boards of education. The state board of education shall, on a semiannual basis, review with the joint standing committee on education of the general assembly the disbursement of funds, the types of projects funded, and the evaluation of programs dealing with the education of disadvantaged children and youth.

PUBLIC ACT NO. 326 (Enacted May 28, 1971)

AN ACT CONCERNING EVALUATION OF SPECIAL EDUCATION PROGRAMS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 10-76b of the 1969 supplement to the general statutes is amended by adding subsection (d) as follows: The state board of education shall periodically evaluate the progress and accomplishments of programs covered by sections 10-76a to 10-76g, inclusive. Said board shall annually review, with the joint standing committee on education of the general assembly, the disbursement of funds, the types of projects funded, and the evaluation of programs dealing with children requiring special education in order to apprise the general assembly of the true condition, progress and needs of special education.

PUBLIC ACT NO. 382 (Enacted June 6, 1971)

AN ACT CONCERNING REPORTING BY THE STATE BOARD OF EDUCATION OF EDUCATIONAL PROGRAMS CONDUCTED WITH FEDERAL FUNDS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 10-11 of the 1969 supplement to the general statutes is repealed and the following is substituted in lieu thereof: (a) The state board of education is empowered, subject to the provisions of the general statutes, to receive any federal funds made available to this state for purposes of elementary, secondary or vocational education and to expend such funds for the purpose or purposes for which they are made available. The state treasurer shall be custodian of such funds. (b) The state board of education, on or before February fifteenth of each year, shall submit to the governor and the general assembly a detailed report of all federal funds for such educational purposes received in Connecticut, the disbursement of such funds, the programs funded, an evaluation of said programs and such additional information as may be requested by the joint standing committee on education of the general assembly.

PUBLIC ACT NO. 430 (Enacted June 6, 1971)

AN ACT CONCERNING THE DEVELOPMENT OF INNOVATIVE EDUCATIONAL PROGRAMS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 10-76i of the 1969 supplement to the general statutes is repealed and the following is substituted in lieu thereof: (a) The board of education of any school district, or any other public or private non-profit organization or agency, may prepare and develop experimental educational plans and submit them to the state board of education, provided all such proposals coming from organizations other than a board of education shall be approved by the board of education of the school district before submission to the state board. Each such plan shall specify, describe and support with reasons the following: (1) The objectives of such plan; (2) the methods of evaluation to be employed; (3) the area to be served by and from which pupils will be drawn for the experimental educational project; (4) the policies, standards and methods to be employed in the selection of pupils; (5) the policies, standards and methods with respect to the operation of the project, including administrative organization, grouping of pupils, educational and instructional practices, the use and functioning of teachers and other instructional and supervisory personnel, choice of educational materials and equipment, allocation of curricular time and use of extra-school cultural facilities; (6) the site, size, design, estimated capital cost and method of financing of any school or other building, or specific standards and criteria for determining the same; (7) the expected sources of financial support together with estimates of the required annual budgets for the first two years of operation, exclusive of capital costs of land and buildings; (8) the policies and standards with respect to professional staff, including qualifications, estimated salary scales and methods of selection of professional personnel; and (9) provision for direct participation by members of the communities and students to be served by such experimental educational projects, in planning, policy-making and service function affecting such projects. The state board of education may accept, reject or modify any such experimental educational project, or it may request the revision and resubmission of such plan, if said board finds such plan does not conform to the educational interests of the state, as defined in section 10-4a and other sections of the general statutes. Acceptance of an experimental education project by the state board of education shall constitute compliance of the plan with this and other sections of this title. (b) The state board of education shall furnish assistance to all applicants in the planning and developing of projects under this section. (c) All experimental educational projects conducted pursuant to subsection (a) of this section shall be evaluated at least annually.

The state board of education shall, on or before March first annually, review with the joint standing committee on education of the general assembly all applications for projects, state board actions on such proposals, the current programs, evaluations of such programs, and such other information as said committee may require in order to inform itself about such programs.

SUBSTITUTE HOUSE BILL NO. 5371 (Passed over Governor's veto, 1972)

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. There is hereby created a legislative program review committee which shall be a permanent standing committee of the general assembly, consisting of six members of the senate, three appointed by the president pro tempore and three appointed by the minority leader, and six members of the house of representatives, three appointed by the speaker of the house and three appointed by the majority leader. At least one appointment by each appointing authority shall be of a member from the joint standing committee on appropriations and at least one shall be of a member from the legislative committee having jurisdiction over government administration and policy. Members shall serve for a term of two years from date of appointment. The appointments shall be made at the beginning of each regular session of the general assembly in the odd-numbered year; except that initial appointment to said committee shall be made within thirty days after July 1, 1972, and shall be for a term not to exceed seven months. The terms of all members appointed to the committee shall end with the termination of each member's term or holding of office, whichever occurs first. Vacancies shall be filled in the same manner as the original appointments. The committee shall select co-chairmen and such other officers as it may deem necessary from among its membership. A majority of the membership shall constitute a quorum and all actions of the committee shall require the affirmative vote of a majority of the full committee membership.

Section 2. As used in this act "program review" means an examination of state government programs and their administration to ascertain whether such programs are effective, continue to serve their intended purposes, are conducted in an efficient and effective manner, or require modification or elimination.

Section 3. The legislative program review committee shall meet as often as may be necessary, during legislative sessions and during the periods between sessions, to perform its duties and functions.

Section 4. The legislative program review committee shall: (1) Direct its staff and other legislative staff available to the committee to conduct program reviews to assist the general assembly in the proper discharge of its duties; (2) establish policies and procedures regarding the printing, reproduction, and distribution of its reports; (3) review staff reports submitted to the committee and, when necessary, confer with representatives of the state departments and agencies reviewed in order to obtain full and complete information in regard to programs, other activities, and operations of the state, and may request and shall receive from all public officers, departments, agencies and authorities, of the state and its political sub-divisions, such assistance and data as will enable the committee to fulfill its duties. The committee shall act on staff reports and, in its report, recommend such legislation as may be necessary to modify current operations and agency practices; (4) consider and act on requests by legislators, legislative committees, elected officials of state government, and state department and agency heads for program reviews. The request shall be submitted in writing to the program review committee and shall state reasons to support the request. The decision of the committee to grant or deny such a request shall be final; (5) retain, within available appropriations, the services of consultants, technical assistants, research and other personnel necessary to assist in the conduct of program reviews.

Section 5. In any instance in which a program review cites inadequate operating or administrative system controls or procedures, inaccuracies, waste, extravagance, unauthorized or unintended activities or programs, or other deficiencies, the head of the state department or agency or the appropriate program officer or official to which the report pertained shall take the necessary corrective actions and when the committee deems the action taken to be not suitable, the committee shall report the matter to the general assembly together with its recommendations.

Section 6. The legislative program review committee may, at any time, take under study any matter within the scope of a completed or partially completed staff report then being conducted or may at its discretion study and consider any matter relative to program activities of state departments and agencies.

Section 7. The legislative program review committee shall report annually to the general assembly on or before February fifteenth and may, from time to time, make additional reports.

Section 8. This act shall take effect July 1, 1972.

FLORIDA

Two Acts were passed by the Florida State Legislature in 1970 and in 1971, both of which were initiated and requested by the State Department of Education. Chapter 70-399, enacted in the 1970 session, did not appropriate any funds. The Educational Accountability Act of 1971 provided $90,000 in state funds. A summary of the 1972 budget request in which $100,000 is being requested for the assessment program is being sent to SEAR. The total program of the Accountability Act will probably amount to $500,000 or $600,000.

CHAPTER 70-399

Section 9. (1) Development of Education Evaluation Procedures.--

The commissioner of education shall, no later than March 1, 1971, develop or cause to be developed evaluation procedures designed to assess objectively the educational programs offered by the public schools of this state. The evaluation procedures to be developed shall include such methods as are necessary to assess the progress of students at various grade levels and in the various educational programs of the public schools. The evaluation procedures shall be so constructed and developed as to provide each school district with relevant comparative data to enable district school board members, administrators and the public to more readily appraise educational progress and to effectuate the strengthening of the district's educational program. The evaluation procedure shall provide a uniform evaluation of each school district in this state, and, to the extent possible, be compatible with national procedures for the assessment of progress in education.

(2) Reports.–

The commissioner of education shall make a preliminary report to the state board of education and the chairmen of the house and senate education committees by October 1, 1970. The preliminary report shall include the commissioner's proposed budget for implementing the evaluation procedures in the fiscal year 1971-72. This proposed budget shall be included in the legislative budget of the department of education. The commissioner shall make a final report to the state board of education and the legislature by March 1, 1971. The final report shall include the commissioner's recommendations for the dissemination of the data on educational progress in each school district . . . .

Section 12. This act shall take effect July 1, 1970.

HOUSE BILL 894

AN ACT RELATING TO EDUCATION; PROVIDING FOR A PROGRAM OF EDUCATIONAL ACCOUNTABILITY FOR THE PUBLIC SCHOOLS OF THE STATE; PROVIDING AN EFFECTIVE DATE.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Short Title.–This act shall be known and may be cited as "The Educational Accountability Act of 1971."

Section 2. Purposes; intent.–The purposes of this act are to provide for the implementation and further development of education assessment procedures as required by section 9 (1), chapter 70-399, Laws of Florida, and the plan for educational assessment in Florida developed by the commissioner of education pursuant to this chapter; to provide for the establishment of educational accountability in the public education system of Florida; to assure that education programs operated in the public schools of Florida lead to the attainment of established objectives for education; to provide information for accurate analysis of the costs associated with public education programs; and to provide information for an analysis of the differential effectiveness of instructional programs.

Section 3. Educational accountability program.–The commissioner of education is directed to implement a program of educational accountability for the operation and management of the public schools, which shall include the following:

(a) Pursuant to paragraph (e), subsection (2), section 229.053, Florida Statutes, the commissioner, with the approval of the state board of education, shall, no later than November 1 of 1972 and each year thereafter, establish basic, specific, uniform statewide educational objectives for each grade level and subject area including, but not limited to, reading, writing, and mathematics, in the public schools.

(b) The commissioner shall develop and administer a uniform, statewide system of assessment based in part on criterion-referenced tests and in part on norm-referenced tests to periodically determine pupil status, pupil progress and the degree of achievement of established educational objectives.

(c) The commissioner shall make an annual public report of the aforementioned assessment results. Such report shall include, but not be limited to, a report of the assessment results by grade and subject area for each school district, and the state, with an analysis and recommendation concerning the costs and differential effectiveness of instructional programs.

(d) The school board of each district shall by the 1973-74 school year make an annual public report of the aforementioned assessment results which shall include pupil assessment by grade and subject area for each school in the district. A copy of the district's public report shall be filed with the commissioner of education.

(e) The commissioner, with approval of the state board of education, shall by the 1973-74 school year, develop accreditation standards based upon the attainment of the established educational objectives.

Section 4. Implementation.–This act shall apply to the subject area of reading by the 1971-72 school year, the subject areas of writing and mathematics by the 1972-73 school year and shall include other subject areas by the 1973-74 school year.

Section 5. This act shall become effective July 1, 1971.

HAWAII

The State of Hawaii passed legislation in June, 1970, mandating a PPBS system. Two Resolutions also were passed in the 1972 legislative session relating to a statewide testing program.

The PPBS bill is Act No. 185 entitled "The Executive Budget Act." The task to formulate the new system was

assigned to a legislative committee called the Joint Interim Committee on Budget Format and Review. The Committee developed a new format through which budgeting, planning, and program performance information would be reported; it recommended the essentials of a system to support the format; and it proposed legislation to formalize the entire system. Principal features of the new system are described in a committee report directed to the Speaker of the House of Representatives. The main features are reproduced here, but the entire committee report and the contents of the Act are too lengthy to repeat in this document. In addition to the principal features, sections of the committee report include a comparison of the current system with the new system, clarification of particulars in the bill which were misunderstood at hearings, guidelines for implementation, and an implementation time schedule.

All of the following features are fully described and discussed in detail in the bill, xeroxed copies of which can be forwarded upon request from SEAR. The bill also provides the general principles by which the system shall be governed, and the responsibilities of the governor, the legislature, the department of budget and finance, and of the state agencies.

PRINCIPAL FEATURES OF ACT 185

The bill establishes a comprehensive Planning-Programming-Budgeting System (PPBS) for State program and financial management which is designed to further the capacity of both the governor and legislature to plan, program and finance the programs of the State. When fully implemented, this system will make possible the following:

*The orderly establishment, continuing review and periodic revision of the State program and financial policies and objectives.

*The development, coordination and review of long-range program and financial plans that will implement established State objectives and policies.

*The preparation, coordination and analysis, and enactment of a budget organized to focus on State programs and their full costs.

*The evaluation of alternatives to existing objectives, policies, plans and procedures that offer potential for more efficient and effective use of the State resources.

*The regular appraisal and reporting of program performance.

There are three formal products of the system which are to be submitted to the legislature for the exercise of its decision-making and review responsibilities: (1) The Six-Year Program and Financial Plan; (2) The Executive Budget; and (3) The Variance Report. Their general contents are summarized below.

***The Six-Year Program and Financial Plan, to be annually and continually updated, shall include:**

(1) The State program structure, a display of programs which are grouped in accordance with the objectives to be achieved.

(2) Statements of statewide objectives and program objectives.

(3) Program plans which describe the programs recommended to implement the statewide and program objectives and the manner in which the recommended programs are to be implemented over the next six fiscal years.

(4) A financial plan which shows the fiscal implications of the recommended programs for the next six fiscal years.

***The Executive Budget, to be submitted in every odd-numbered year shall include:**

(1) The State program structure.

(2) Statements of statewide objectives and program objectives.

(3) The financial requirements for the next two fiscal years to carry out the recommended programs.

(4) A summary of State receipts and revenues in the last completed fiscal year, a revised estimate for the fiscal year in progress, and an estimate for the succeeding biennium.

***The Variance Report, to be submitted annually, shall identify and explain variances in actual program performance from planned program performance.**

Senate Resolution No. 190 was enacted on March 14, 1972, and requests the Department of Education to include tests results by schools in its reports on the statewide standardized testing program, but in a manner which safeguards the anonymity of individual students.

SENATE RESOLUTION NO. 190

WHEREAS, the people of Hawaii, to which all State agencies and programs are ultimately accountable, have a right to be informed of the performance and progress of the public school system; and

WHEREAS, public support for and confidence in public education can be attained only if parents and others are fully informed of the educational results and accomplishments of the public school system; and

WHEREAS, one of the criteria for measuring performance and progress of public education is how well students in public schools perform on standardized tests; and

WHEREAS, standardized tests, when carefully administered and interpreted in proper relationship to other data, can provide valuable information which can be used, together with other criteria, to evaluate educational programs; and

WHEREAS, the Department of Education routinely conducts standardized tests, including School and College Ability Tests (SCAT) and Sequential Tests of Educational Progress (STEP), and issues reports on the testing programs with the test results aggregated for the State as a whole and for districts; and

WHEREAS, the reports would be of greater value if they were also to include test results by individual schools with appropriate historical data and interpretative commentary as to the utility and limitations of the data; and

WHEREAS, such jurisdictions as the Los Angeles School District periodically report to the public on test results by individual schools and the University of Hawaii annually reports on the performance of freshman students categorized by the high schools from which they graduated; and

WHEREAS, the routine publication of standardized test

results by schools, supported by the Department of Education's interpretations, explanations and analysis, would serve to place test results in perspective and prevent misunderstandings from arising as to their meaning; and

WHEREAS, in addition to the interest of the public, test results by schools may have implications for the allocation of resources and would therefore be of interest to the legislature as well; now, therefore,

BE IT RESOLVED by the Senate of the Sixth Legislature of the State of Hawaii, Regular Session of 1972, that the Department of Education be, and is hereby requested to submit to the 1973 Regular Session of the Legislature, and annually thereafter, a report of the statewide standardized testing program to include test results by schools, presented in a manner which safeguards the anonymity of individual students, and appropriate historical and interpretative commentary on the results; and

BE IT FURTHER RESOLVED that a reasonable number of copies of the report be available to the public and to the press; and

BE IT FURTHER RESOLVED that duly certified copies of this resolution be transmitted to the State Superintendent of the Department of Education and to the Chairman of the Board of Education.

House Concurrent Resolution No. 43, enacted in March, 1972, requests the Department of Education to examine and revise its methods of reporting the results of tests administered in the public schools as follows:

HOUSE CONCURRENT RESOLUTION NO. 43

WHEREAS, the availability and importance of statistical data on ability and achievement tests administered in the public schools can be evidenced by the numerous reports and evaluations published by the Department of Education; and

WHEREAS, the results of standardized tests can be an invaluable resource in terms of measuring the educational progress being made only if the statistical data are accurate, valid, and reliable as well as properly interpreted and reported in a manner that can be clearly understood and utilized; and

WHEREAS, although the results of tests are especially relevant and vital to principals, teachers, curriculum specialists, and other related school personnel, today's general public also needs and is rightfully demanding to be informed on the educational progress being made; and

WHEREAS, knowledge of where the crucial problems and weaknesses in education lie should be made available to the public in order that they may give intelligent support of sound and rational legislative decisions that must be made on the wise use of human and financial resources to produce maximum results; and

WHEREAS, although the Department of Education has recognized the need for a continuing assessment of the progress of education in the State and has attempted to keep educators informed of its assessment, public concern has created the need for widespread comprehensive reporting of the progress and problems of education in the State; now, therefore,

BE IT RESOLVED by the House of Representatives of the Sixth Legislature of the State of Hawaii, Regular Session of 1972, the Senate concurring, that the Department of Education be requested to examine and revise its methods of reporting the results of tests administered in the public schools with consideration given, but not limited to:

1. A goal-oriented approach to testing in which a kind of standard is determined and established as desirable to achieve;

2. Description of the designs of tests and material used--e.g., the problems associated and encountered in the kinds of tests that were administered, the difficulty of the questions;

3. Interpretation of test scores to include the importance of particular scores and their relationship to the desirable standards that were established; and

4. Style of report writing that is clear, comprehensive, and accurate for use and distribution to the general public.

ILLINOIS

The State of Illinois has introduced three education bills in the 1972 legislative session, which, as of June 1972, have passed the Assembly and are pending final vote in the Senate. Senate Bill 1430 provides for the development of a state educational needs assessment program by the Superintendent of Public Instruction, with the advice of a Citizens' Advisory Committee. This program requires an annual assessment of pupil performance and fiscal efficiency of education by September 1, 1975. Norm-referenced testing is to constitute no more than one-third of the total assessment. Also, local school boards may request a complete state educational assessment of their districts. The bill appropriates $128,306 for the State Superintendent to administer the Act. Details of the bill are provided below:

SENATE BILL NO. 1430

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Sec. 2-3.40. State Educational Needs Assessment. To develop and implement a state educational needs assessment in order to determine the educational performance and fiscal efficiency of the system of education offered by the public schools of the State. The educational goals and objectives used in the assessment shall be determined by the Superintendent of Public Instruction with the advice of the Citizens' Advisory Committee for Assessment and Evaluation. In order to determine the pupil performance and fiscal efficiency of education in this State, the Superintendent of Public Instruction shall have the following duties:

(1) To develop techniques for assessing student attributes including student's knowledge, skills and attitudes. The techniques employed shall include, but are not limited to, surveys, tests and questionnaires.

(2) To field test, evaluate and revise the state educational assessment procedures based on valid sampling techniques, and begin a state educational assessment program by September 1, 1975.

(3) To conduct an annual state educational assessment.

(4) To furnish annual reports of the state educational assessment to the Governor, the General Assembly, and the School Problems Commission which indicate the progress made in the establishment of an educational assessment program and the results of each annual state educational assessment.

(5) To assist those boards that request a district educational assessment in interpreting the results so that affirmative action may be taken to improve local educational programs and procedures.

All norm-referenced testing conducted hereunder shall constitute no more than one-third of the importance of the total assessment and shall be administered on a sampling basis unless otherwise requested by the local school board. Also, all reported data shall take into account other characteristics which influence student educational performance such as the size of the school and district, level of financial support, and other school, community, economic and social variables.

The Superintendent of Public Instruction shall promulgate all necessary rules and regulations for the implementation of this Section.

Section 2. The sum of $128,306, or so much thereof as may be necessary, is appropriated to the Superintendent of Public Instruction for purposes of this amendatory Act.

Section 3. This amendatory Act takes effect July 1, 1972, or upon its becoming a law, whichever is later.

Senate Bill No. 1432 provides for the development and implementation of internal annual evaluation systems for the Office of the Superintendent of Public Instruction and for the regional education offices, the purpose of which is to yield information about the performance and fiscal efficiency of each office. Performance standards will be established by citizens' committees. The evaluation systems must be started in July, 1973. The contents of the bill are repeated below:

SENATE BILL NO. 1432

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Sec. 2-3.39. Office of the Superintendent of Public Instruction Evaluation. Beginning July 1, 1972, to plan and develop an evaluation system for the Office of the Superintendent of Public Instruction and after July 1, 1973, to annually conduct an internal evaluation of the performance and fiscal efficiency of that Office in achieving goals established by the Office and the Citizens' Advisory Committee for Assessment and Evaluation created herein. Such evaluation of the Office shall be made annually with the Office conducting the evaluation the first year; a private, independent firm or agency selected by the Citizens' Adivsory Committee for Assessment and Evaluation, the second year; and this sequential order followed every year thereafter. The annual evaluation shall appraise the performance of the various divisions of the Office of the Superintendent of Public Instruction as related to the utility and efficiency of services to local school boards, administrators, teachers, students and the general taxpaying public. Results of the evaluation shall be made public. The Superintendent of Public Instruction shall appoint a Citizens' Advisory Committee for Assessment and Evaluation composed of 14 members to advise in the annual evaluation. The committee shall consist of 7 members appointed by the Superintendent from a list of nominees, with each major state education organization selecting one nominee for the list, and 7 members appointed by the Superintendent from a list of nominees, with each major state taxpayer, parent, and student organization selecting one nominee for the list. Members of the Committee shall serve without compensation, but shall be reimbursed for actual and necessary expenses incurred in the performance of their duties.

Sec. 3-14.23. Office of the Superintendent of Educational Service Regional Evaluation. Commencing July 1, 1972, to plan and develop an evaluation system for the Office of the Superintendent of the Educational Service Region and after July 1, 1973, to annually conduct an internal evaluation of the performance and fiscal efficiency of that Office in achieving goals established by the Office and the Regional Citizens' Advisory Committee for Evaluation created herein. Results of the evaluation shall be made public. The Superintendent of the Educational Service Region shall appoint a Regional Citizens' Advisory Committee for Evaluation composed of residents of the Educational Service Region to advise in the evaluation. The Committee shall be composed of 7 members in Educational Service Regions with less than 16,000 inhabitants; 9 members in regions with 16,000 to 47,999 inhabitants; 11 members in regions with 48,000 to 99,999 inhabitants; and 13 members in regions with 100,000 or more inhabitants. Five members of the Committee shall be the members of the Advisory Committee for the reorganization of the Educational Service Region as required by Article 3A of "The School Code." The members of the Committee shall so far as possible be representative of the geographical areas within the region and shall serve without compensation, but shall be reimbursed for actual and necessary expenses incurred in the performance of their duties. The Superintendent of Public Instruction shall approve the methods and procedures chosen by the Educational Service Region to evaluate the performance of that Office in accomplishing the goals established by it and the Regional Citizens' Advisory Committee for Evaluation.

Senate Bill No. 1548 is directed at the local school district level and is called the School District Educational Effectiveness and Fiscal Efficiency Act. It provides for the development of systems to determine the educational effectiveness and fiscal efficiency of school districts in the

state. School district participation is voluntary and those applicant districts that are selected by the State Superintendent and the Director of the Bureau of Budget will be awarded grants to help defray costs incurred. An appropriation of $500,000 has been included in the bill for these grants and for administrative costs of the state office necessary to implement the Act. The bill is reproduced below:

SENATE BILL NO. 1548

Be it enacted by the People of the State of Illinois, represented in the General Assembly: . . .

Section 2. Development of systems. Each school district which successfully applies for a grant shall develop a system of financial planning, management and control. Such a system shall include the establishment, with maximum community, school board, staff and administration participation, of measurable goals and objectives for education within the district. To assist in the achievement of these goals and objectives, the system shall also provide for and facilitate the planning and coordination of district financial policy; effective budget preparation and control; the design and implementation of improved accounting and financial reporting systems; and the continued analysis of programs and procedures.

No more than one school year after receipt of a grant the school district shall begin implementation of an educational effectiveness and fiscal efficiency system. At that time and annually for two years thereafter an evaluation of the system shall be conducted and an annual report shall be made to the citizens of the district and to the Superintendent of Public Instruction. Such reports shall include, but need not be limited to, the progress made in establishing the educational effectiveness and fiscal efficiency system, an analysis of the results indicated by operation of the system and a description of activity planned to correct the problems revealed by the system. Each annual report shall also include a review of the goals and objectives for the past year and any new goals and objectives adopted for subsequent years.

Where a school district receives a grant and operates one or more of its educational programs in cooperation with other school districts, they shall jointly develop and implement systems for determining the educational effectiveness and fiscal efficiency of that program or programs in accordance with the foregoing provisions.

Section 3. Awarding of grants. Applications for grants shall be made annually to the Office of the Superintendent of Public Instruction on forms provided by that office. The Superintendent and the Director of the Bureau of the Budget shall select applicants to receive grants and shall, insofar as possible, distribute grants to elementary, secondary and unit districts of diverse size and representative of every region of the State. Preference will be given to districts that have committed or are planning to commit additional local funds toward the development of such a system.

In determining the amount of each grant, the Superintendent of Public Instruction and the Director of the Bureau of the Budget shall give consideration to the size of the district and the extent to which the district has previously instituted procedures similar to those described in this Act.

Section 4. Reports. The Superintendent of Public Instruction shall, in cooperation with school districts participating under this Act, report annually to the General Assembly, the School Problems Commission and the Governor on the progress made in implementing this Act.

Section 5. Rules and Regulations. The Superintendent of Public Instruction in consultation with the Director of the Bureau of the Budget shall adopt such rules and regulations necessary to implement this Act.

Section 6. An appropriation of $500,000, or so much thereof as may be necessary, is made to the Superintendent of Public Instruction for the purpose of administering and implementing this Act.

Section 7. This Act shall take effect July 1, 1972.

INDIANA

The State of Indiana passed legislation in 1971 requesting a PPBS system, which is to be operational by 1977. No other legislation has been passed as of May, 1972.

PUBLIC LAW NO. 309 (H. 1408. Approved April 8, 1971)

AN ACT TO AMEND THE INDIANA CODE OF 1971, 20-1, BY ADDING A NEW CHAPTER, CONCERNING SCHOOL BUDGETARY PRACTICES.

Be it enacted by the General Assembly of the State of Indiana:

SECTION I. IC 1971, Title 20, Article I, is amended by adding a new chapter, to be numbered 1.5 and to read as follows:

Ch. 1.5. State Board of Education: Commission on General Education.

Sec. 1. The Commission on General Education shall immediately make an analysis of a single unified system of budgetary preparation and accounting based upon the concept of the planning and program budget system.

Sec. 2. The Commission shall analyze such budgetary system to determine whether it offers accurate and complete program and item data which allows ready comparison of educational program cost incurred in the several public school systems of the state.

Sec. 3. The Commission may contract with any competent consultation firm for any necessary survey, analysis or design expertise not found within those agencies of the Department of Public Instruction.

Sec. 4. The Commission shall complete the analysis of

such a system of programmed budgeting on or before July 1, 1976. After such date, the Commission shall establish a program of instruction for all local system administrators and other personnel who should be involved including local school budgetary officers so that the analysis and instruction program will be completed on or before July 1, 1977.

Sec. 5. All public school governing bodies in the state without exception shall adopt and fully and accurately implement the budgetary system established pursuant to this chapter whenever the general commission so determines after receipt of a recommendation of readiness from the consulting firm, but no later than July 1, 1977 in any event. Failure of any such system to adopt and fully and accurately implement such budgetary system shall constitute a violation of state law and the Commission shall immediately move to take such action as it deems appropriate.

MAINE

The State Department of Education is planning to ask for funds in the 1972 fall session to support an assessment program. On June 6, 1967, a Senate Resolution was passed which created a special joint interim committee of the legislature consisting of two senators and four representatives. The committee's responsibilities can be found in the replication of the bill, but the committee did not have the financial support to undertake the statewide evaluation of educational programs called for in the resolution.

RESOLUTION OF THE SENATE (June 6, 1967)

ORDERED, WHEREAS, public education is a decisive factor in the intellectual development and economic advancement of this State and the primary responsibility of its citizens; and

WHEREAS, expenditures for public education continue to rise requiring additional revenue commitments with no foreseeable systematic approach toward establishing goals or priorities to meet the expansion of our educational effort; and

WHEREAS, a state-wide inventory and evaluation of our present educational system warranted and prerequisite to future investment of state funds; now, therefore, be it

ORDERED, the House concurring, that there is created a special joint interim committee of the 103rd Legislature, to consist of 2 Senators to be appointed by the President of the Senate, 4 Representatives to be appointed by the Speaker to the House, to develop a preliminary proposal for a comprehensive study of public education in the State of Maine at all levels subprimary through the twelth grade. Said proposal to contain the recommendations of the Committee including, but not limited to the following areas of study: A determination of the purpose and direction of public education and its costs, state goals, priorities in the expenditure of state and local funds, and recommending an equitable division of financing by state and local governments, and an analysis and evaluation of student population; physical plants; teacher and professional staffing, its preparation, proficiency, and utilization; school district organization; curriculum; guidance; special education for the mentally retarded, emotionally disturbed, the dropouts, those otherwise handicapped and education for the adult; effective functioning of the State Board of Education and the Department of Education and the use of data processing.

The Committee shall have the necessary authority to carry out this order and to secure reports, documents and any other information concerning the proposed study; to hold hearings if necessary, to employ clerical staff assistance; to contact, select or engage professional consultant or consultants; to confer when and if deemed appropriate with staff members of the Department of Education and other state departments; with staff and members of appropriate federal commissions, departments and agencies and nongovernmental research sources, for specific information; and be it further

ORDERED, that the members of the Committee shall serve without compensation, but shall be reimbursed for their expenses incurred in the performance of their duties under this order; and be it further

ORDERED, that there is appropriated to the Committee from the Legislative Appropriation the sum of $1,000 to carry out the purposes of this order; and be it further

ORDERED, that the Committee submit its preliminary study proposal together with necessary findings and recommendation at the next special session of the 103rd Legislature or to the 104th Legislature as the Committee shall determine.

MARYLAND

Senate Bill No. 166, reproduced below, was passed in the 1972 legislative session of the Maryland State Legislature. The bill provides for a program of educational accountability for the public schools of Maryland. Members of the State Department of Education worked with legislators on this bill. Although the bill is to take effect July 1, 1972, funding will not be provided until July 1, 1973.

SENATE BILL NO. 166

The purposes of this Act are to provide for the establishment of educational accountability in the public education system of Maryland, to assure that educational programs operated in the public schools of Maryland lead to the attainment of established objectives for education, to

provide information for accurate analysis of the costs associated with public education programs, and to provide information for an analysis of the differential effectiveness of instructional programs . . . .

(a) Education accountability program. The State Board of Education and State Superintendent of Schools, each Board of Education and every school system, and every school, shall implement a program of education accountability for the operation and management of the public schools, which shall include the following:

(1) The State Board of Education and the State Superintendent of Schools shall assist each local school board and school system in developing and implementing educational goals and objectives for subject areas including, but not limited to, reading, writing and mathematics.

(2) Each school, with the assistance of its local board of education and school system, shall survey the current status of student achievement in reading, language, mathematics, and other areas in order to assess its needs.

(3) Each school shall establish as the basis of its assessment, project goals and objectives which are in keeping with the goals and objectives established by its board of education and the State Board of Education.

(4) Each school, with the assistance of its local board of education, the State Board of Education and the State Superintendent of Schools, shall develop programs for meeting its needs on the basis of priorities which it shall set.

(5) Evaluation programs shall concurrently be developed to determine if the goals and objectives are being met.

(6) Re-evaluation of programs, goals and objectives shall be regularly undertaken.

(b) The State Department of Education shall assist the local boards of education in establishing this program by providing guidelines for development and implementation of the program by the local boards, and by providing assistance and coordination where needed and requested by those boards.

(c) Beginning on July 1, 1973, the State Board of Education, upon recommendation of the State Superintendent of Schools, shall include in its annual budget request such funds as its deems necessary to carry out the provisions of this Act.

(d) During January, 1975, and each January thereafter, the State Superintendent of Schools shall transmit to the Governor and to the General Assembly a report which includes, but is not limited to, documentation indicating the progress of the State Department of Education, the local boards of education and each school in the State toward the achievement of their respective goals and objectives and recommendations for legislation which the State Board of Education and the State Superintendent of Schools deem necessary for the improvement of the quality of education in Maryland.

Sec. 2. And be it further enacted, that this Act shall take effect July 1, 1972.

MASSACHUSETTS

The only legislation passed by the Massachusetts General Court which has relevance to assessment and accountability is the Willis-Harrington Act, Chapter 572 of the Acts of 1965. This Act is some 500 pages long and the Department of Education is out of copies. Among the charges given the Department of Education in the Act is one which specifically requests the Commissioner to assess the conditions and efficiency of public and others schools throughout the Commonwealth. It is felt by the Department that this responsibility, while including descriptive and fiscal data, places major emphasis on the Department to report pupil achievement in terms of definable goals and learning objectives. This passage is contained in a report published by the Department of Education in the Fall of 1970 entitled, **Massachusetts Board of Education Priorities for 1971, The Results Approach to Education and Educational Imperatives.** *No legislation has been passed in the 1972 session up to May 1972.*

MICHIGAN

Enrolled House Bill No. 3886, passed by the Michigan State Legislature in the 1970 session, was requested by the Michigan Department of Education. It is possible that another bill may be introduced in the 1972 legislative session.

ENROLLED HOUSE BILL NO. 3886 (Enacted in 1970 session)

AN ACT TO PROVIDE FOR ASSESSMENT AND REMEDIAL ASSISTANCE PROGRAMS OF STUDENTS IN READING, MATHEMATICS, AND VOCATIONAL EDUCATION.

The People of the State of Michigan enact:

Sec. 1. A statewide program of assessment of educational progress and remedial assistance in the basic skills of students in reading, mathematics, language arts and/or other general subject areas is established in the department of education which program shall:

(a) Establish meaningful achievement goals in the basic skills for students, and identify those students with the greatest educational need in these skills.

(b) Provide the state with the information needed to allocate state funds and professional services in a manner best calculated to equalize educational opportunities for students to achieve competence in such basic skills.

(c) Provide school systems with strong incentives to introduce educational programs to improve the education of students in such basic skills and model programs to raise the level of achievement of students.

(d) Develop a system for educational self-renewal that would continuously evaluate the programs and by this means help each school to discover and introduce program changes that are most likely to improve the quality of education.

(e) Provide the public periodically with information concerning the progress of the state system of education. Such programs shall extend current department of education efforts to conduct periodic and comprehensive assessment of educational progress.

Sec. 2. (1) The statewide assessment program of educational progress shall cover all students annually at two grade levels in public schools.

(2) The department of education, hereinafter referred to as the department, shall develop and conduct the program, and may utilize the assistance of appropriate testing organizations and/or testing specialist. The program shall expand the current basic skills testing inventory in grades 4 and 7 coordinated by the department.

(3) The program shall assess competencies in the basic skills and collect and utilize other relevant information essential to the assessment program.

(4) Based on information from the program, students shall be identified who have extraordinary need for assistance to improve their competence in the basic skills.

(5) Information from the program shall be given to each school as soon as possible to assist it in its efforts to improve the achievement of students in the basic skills.

Sec. 3 (1) Based on information from the mathematics, reading and language arts assessment program, the department shall provide remedial assistance programs, as funds are made available by law to school districts to raise competencies in basic skills of students identified pursuant to subsection (4) of section 2. A funded program shall include but not be limited to the following components:

(a) Diagnosis of each student's performance difficulties and the development of an instructional program best suited to his individual needs.

(b) Provision for selection, adaption and installation of instructional systems that take account of individual student needs.

(c) Provision for an evaluation of the program in order to identify changes needed to improve program effectiveness.

(2) The department shall establish guidelines and specifications for the program components. The department shall provide technical assistance to each school district in its implementation of the guidelines and specifications. The department shall conduct such evaluation necessary to provide adequate information for the setting of guidelines.

(3) The department shall provide for preservice and in-service training of staff who would be involved in the school programs.

(4) The department with the cooperation of selected schools shall establish demonstration projects in basic skills.

(5) A remedial assistance program shall be audited as part of its evaluation by an agency independent of the state department of education to facilitate the accountability of each school for its programs.

Sec. 4. A vocational education demonstration program is established in the department of education to develop, test and evaluate the following innovative programs:

(a) A vocational education assessment and counseling system using computer and other automated techniques.

(b) A new career development program to devise curricula and materials for new careers in the labor market.

Sec. 5. (1) The vocational education demonstration program shall be developed and tested in not more than 3 school districts. The department shall formulate plans and rules, select the demonstration districts and develop instruments for measurement of the program. Demonstration programs shall be operated in school districts during the 1971-72 school year.

(2) The department shall evaluate the program and recommend to the governor and the legislature a statewide vocational education assessment, counseling and evaluation program by December 31,1972.

Sec. 6. The department shall promulgate rules necessary to carry out the provisions of this act, in accordance with and subject to the provisions of Act No. 306 of the Public Acts of 1969, being sections 24.201 to 24.313 of the Compiled Laws of 1948.

This act is ordered to take immediate effect.

NEBRASKA

The Nebraska State Legislature enacted Bill No. 959 May 5, 1969. In this bill, several additional duties are requested of the State Board of Education and the Department of Education. Only a relevant section of the bill is reproduced here, as it relates to the Department of Education's duties. This legislation was requested by the State Board and the Department of Education. Through its Commissioner, the Department of Education is to:

(d) Institute a statewide system of testing to determine the degree of achievement and accomplishment of all the students within the state's school systems, if it determines that such testing would be advisable, (e) prescribe a uniform system of records and accounting for keeping adequate educational and financial records, for gathering and reporting necessary educational data, and for evaluating educational progress.

No legislation has been enacted since Bill No. 959, up to May, 1972.

NEW JERSEY

The Governor of the State of New Jersey, in his message to the State Legislature on January 11, 1972, asked the Commissioner of Education and the State Board of Education "to institute a statewide testing program with emphasis on reading abilities for all public schools commencing in the 1972-73 school year. The testing program will be conducted annually at appropriate grade levels to be determined by the Commissioner. The test results will be combined and compared with other important data to provide a comprehensive body of information about education needs throughout the state."

Accordingly, Assembly Bill No. 822 was introduced on March 13, 1972 to carry out the Governor's request. The bill still remains in the Assembly and a fiscal note has been requested. No funding has been attached at this time.

ASSEMBLY, NO. 822 (Introduced March 13, 1972)

AN ACT CONCERNING EDUCATION AND AMENDING N.J.S. 18A:4-24

Be it enacted by the Senate and General Assembly of the State of New Jersey:

1. N. J. S. 18A:4-24 is amended to read as follows:

18A:4-24. The commissioner shall inquire into and ascertain the thoroughness and efficiency of operation of the schools of the public school system of the State and of any grades therein by such means, uniform Statewide tests and examinations of achievement in reading and mathematics as prescribed by the State board, and he shall report annually to the Legislature and the State board the results of such inquiries, tests and examinations, related to national norms per grade and such other information with regard thereto as the State board may require or as he shall deem proper, but nothing in this section shall affect the right of each district to prescribe its own rules for promotion.

2. This act shall take effect immediately.

NEW MEXICO

Two pieces of legislation were enacted by the State Legislature of New Mexico,–Chapter 180, Laws of 1969, and Senate Memorial No. 40 in the 1971 session. No legislation was enacted in the 1972 session which has adjourned.

CHAPTER 180, LAWS OF 1969 (Approved April 2, 1969)

Be it enacted by the Legislature of the State of New Mexico: . . .

Assess and evaluate for accreditation purposes at least one-third of all public schools each year through visits by department personnel to investigate the adequacy of pupil gain in standard required subject matter, adequacy of pupil activities, functional feasibility of public school and school district organization, adequacy of staff preparation, and other matters bearing upon the education of qualified students;

Require a report from each school district by August 1 of each year which indicates by fact what effect the current distribution formula and other financial arrangements have had on educational program operations and student progress during the prior year, and what changes, if any, are needed. The state board shall evaluate each report, consolidate findings and present a state report with recommendations to the ensuing legislative session.

SENATE MEMORIAL 40 (January, 1971)

Requesting the state board of education to organize educational evaluation committees in the various school districts of the state that have no current evaluation procedures.

WHEREAS, the Senate of the State of New Mexico is vitally interested in the quality of education that children receive in the state's public schools; and

WHEREAS, public school officials have indicated that there are no funds to conduct a comprehensive evaluation of our public schools; and

WHEREAS, the Senate of the State of New Mexico feels that concerned citizens, parents and teachers in each community are the ones who can best analyze the performance, effectiveness and needs of local schools; and

WHEREAS, the Governor of the State of New Mexico has expressed his support for an evaluation of school districts; and

WHEREAS, several school districts have already begun local evaluations of the type described in this memorial;

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE STATE OF NEW MEXICO that:

A. The State Board of Education is requested to organize Educational Evaluation Committees in the various school districts in the state that have no current evaluation procedures or mechanisms, and in the organization of the committees the following guidelines are to be followed:

(1) each school district shall have one Educational Evaluation Committee;

(2) the State Board of Education shall act as the supervising authority for the district Educational Evaluation Committees and shall prepare guidelines and policy statements for them;

(3) district Educational Evaluation Committees shall each consist of ten members, no more than two of whom shall be teachers within the district, and the remainder of

which shall be parents or concerned citizens residing in the school district but having no position of responsibility within the public school system in the district; and

(4) district educational evaluation committee members shall be appointed by the Governor from one list of interested parents and citizens and from another list of teachers, both lists to be submitted by the teachers and school administrators in the school district.

B. The duties of the Educational Evaluation Committees shall be to:

(1) visit schools in the community during their usual operation;

(2) observe the physical plants and educational facilities in the school district;

(3) conduct open discussions at public meetings on all issues relevant to the schools for each grade level;

(4) consult extensively with teachers, school administrators, district school board members, State Department of Education officials and local citizens concerning the most fruitful directions for education in the respective districts;

(5) prepare a list of long and short range objectives for elementary and secondary schools, recommend ways for implementing these objectives and formulate measurements for the achievement of these objectives;

(6) prepare an extensive account of the activities and inputs of the Educational Evaluation Committees;

(7) prepare a general statement on the measured effectiveness of public school education and the use of state funds in the school district; and

(8) transmit the foregoing documents and all important findings to the local school board, the Governor, the State Superintendent of Public Instruction and the Legislative School Study Committee.

BE IT FURTHER RESOLVED that the Educational Evaluation Committees proposed in this memorial shall in no way hinder the work of any state agency or committee concerned with public education, but the Committees shall, whenever possible, assist state agencies and committees; and

BE IT FURTHER RESOLVED that a copy of this memorial be transmitted to the local school boards, the Governor, the State Superintendent of Public Instruction and the Legislative School Study Committee.

OHIO

The Ohio State Legislature enacted legislation in January 1972 requesting an MIS system and an accountability program. No funds were appropriated for the development of these projects.

HOUSE BILL NO. 475

Section 8. The state department of education shall develop a comprehensive system for providing educational management information and accountability capabilities. The system shall be designed for eventual implementation on a state-wide basis and shall utilize the technology of the computer and related systems concepts. Developmental work by the department shall utilize pilot school districts and shall strive, with regard to all public and nonpublic elementary and secondary schools in the state, to (1) define those measurable objectives for which each facet and level of public education is to be held accountable; (2) identify pertinent data elements and devise methods and systems for fairly, accurately and uniformly measuring and reporting the extent to which the defined objectives are met; (3) develop uniform files, methods and systems for collecting, processing, sorting and analyzing data which will permit identification of those factors in the teaching-learning process which have the greatest relevance to student performance; (4) develop uniform accounting methods and systems which will relate the cost and the efficiency of those factors to the learning outcome; and (5) develop uniform systems of reporting the findings of the program to all interested persons.

The department may employ additional personnel and may contract with such experts and consultants as it deems necessary to carry out the duties imposed upon it by this section. The department shall submit to the general assembly on or before June 30, 1972, a report on its progress in meeting the goals of the accountability program as herein expressed. It shall submit a final, complete program and report to the general assembly on or before June 30, 1973 along with recommendations for complete implementation and maintenance of an ongoing educational management information and accountability system.

OREGON

Effective January 1, 1971, the Oregon State Legislature enacted into law Senate Bill No. 131 relating to teachers. Section No. 5 in the bill is a new section which requests an annual evaluation of performance for each teacher employed by a district with more than 500 students. This section of the bill follows:

SENATE BILL NO. 131 (Effective January 1, 1971)

Section 5. (1) The district superintendent of every common and union high school district having an average daily membership . . . of more than 500 students in the district shall cause to have made at least annually an evaluation of performance for each teacher employed by the district in order to allow the teacher and the district to measure the teacher's development and growth in the teaching profes-

sion. A form shall be prescribed by the State Board of Education and completed pursuant to rules adopted by the district school board. The person or persons making the evaluations must hold teaching certificates. The evaluation shall be signed by the school official who supervises the teacher and by the teacher. A copy of the evaluation shall be delivered to the teacher.

(2) The annual evaluation reports shall be maintained in the personnel files of the district.

(3) The annual evaluation report shall be placed in the teacher's personnel file only after reasonable notice to the teacher. Any explanation relating to the valuation which the teacher desires to make shall be placed in the personnel file.

(4) The personnel file shall be open for inspection by such teacher but shall be open to such other persons as are officially designated by the board or by the teacher, in accordance with such rules and regulations as the board shall adopt.

PENNSYLVANIA

The School District Reorganization Act of 1963 was enacted by the Pennsylvania State Legislature, and was the basis for the Pennsylvania Plan for the Assessment of Educational Quality. This Plan has been funded through the years, but not in the amount requested which was approximately $1,000,000 annually. About a quarter of the amount requested has been appropriated. No other legislation has been passed up to May 1972.

Section 290.1 of the Act of 1963 requires the State Board of Education to:

Develop or cause to be developed an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth. The evaluation procedures to be developed shall include tests measuring the achievements and performance of students pursuing all of the various subjects and courses comprising the curricula. The evaluation procedures shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program. Tests developed under the authority of this section to be administered to pupils shall be used for the purpose of providing a uniform evaluation of each school district and the other purposes set forth in this subdivision. The State Board of Education shall devise performance standards upon completion of the evaluation procedure required by this section.

RHODE ISLAND

Legislation enacted in 1969 by the Rhode Island General Assembly reorganized their State Department of Education and established one Board for all education. Among the duties of the Board is one for defining Board goals and objectives for all levels of education in the state. Pertinent sections of this bill are provided below, as well as an amended section of Chapter 16-22 of the General Laws requesting a testing program. A bill is being drafted for the January 1973 session to clear up ambiguities which exist in Chapter 49, S. 16 of the Board of Education bill.

CHAPTER 49, S. 16

16-49-5. Board of regents for education—Powers and duties.—The board of regents for education shall have in addition to those enumerated in 16-49-1, general laws of Rhode Island, 1956, as amended, the following powers and duties:

(1) To create and implement a systematic program of information gathering, processing, and analysis addressed to every level, aspect and form of education in this state especially as that information relates to current and future educational needs so that current needs may be met with reasonable promptness and plans formulated to meet future needs as they arise.

(2) To establish a master plan defining broad goals and objectives for all levels of education in the state; elementary, secondary and higher. These goals and objectives shall be expressed in terms of what men should know and be able to do as a result of their educational experience. The regents shall continuously evaluate the efforts and results of education in the light of these objectives.

(3) To formulate board policy to implement the goals and objectives established by the regents from time to time; to establish and enforce standards and to exercise general supervision over all public education in the state and over nonpublic education in the state as provided hereinafter in subsection (8) of this section. The board of regents, however, shall not engage in the operation or administration of any subordinate board, university, college, junior college, local school district, school, school service or school program, except its own department of education. The preparation and submittal, of the budget and the allocation of appropriations, the acquisition, holding, disposition and general management of property shall not be construed to come within the purview of foregoing prohibition. The regents shall communicate with and seek the advice of those concerned with and affected by its determinations as a regular procedure in arriving at its conclusions and in setting its policy.

(4) To allocate and coordinate the various education functions among the educational agencies of the state and

local school districts and to promote co-operation among them so that maximum efficiency and economy shall be achieved.

(5) To prepare and to present annually to the state budget officer in accordance with 35-3-4 of the general laws of Rhode Island, 1956, as amended, a total state educational budget which shall include, but not be limited to, the budgets of the department of education, subordinate boards and agencies, the budget of state colleges and state aid to local school districts. In the preparation of said budget, and in the allocation of its total appropriation, the regents shall determine priorities of expenditures for education purposes of state revenues and other public resources made available for the support of public education among the various education agencies of the state, provided that nothing in this subsection contained shall authorize the regents to alter the allocation of grants or aid otherwise provided by law.

(6) To establish a department of education, to provide for its staffing and organization and to appoint as its chief executive officer and as chief administrative officer of said department, a commissioner of education who shall serve at its pleasure. The commissioner of education and the department of education shall have such duties and responsibilities as may be assigned by the regents.

CHAPTER 16-22 (Amended in 1963)

Section 1. Chapter 16-22 of the general laws, entitled "Curriculum", as amended, is hereby further amended by adding thereto the following section:

"16-22-9. Uniform testing. –The commissioner of education shall establish a program and provide materials for uniform aptitude and intelligence testing of all pupils in elementary and secondary schools in this state. All pupils attending public schools, and all pupils attending elementary and secondary schools approved in accordance with the provisions of the general and public laws of the state of Rhode Island shall be administered tests under the supervision of the state department of education in accordance with said program."

VIRGINIA

Section 2, Article VIII of the Constitution of Virginia became effective July 1, 1971. It called for the development of "standards of quality" for the several school divisions in the state by the State Board of Education. Section 2 states that:

. . . standards of quality for the several school divisions shall be determined and prescribed from time to time by the State Board of Education, subject to revision only by the General Assembly.

The State Department of Education considered the Act to be a mandate for educational accountability and accordingly developed and adopted a set of standards of quality on August 7, 1971.

During the 1972 legislative session, the General Assembly enacted into law an Act (H 845) which followed, with some revisions, the standards of quality adopted by the State Board. The Act specifies that certain planning and management standards and objectives and pupil performance objectives be achieved. Portions of this Act are quoted as follows:

AN ACT TO REVISE CERTAIN STANDARDS OF QUALITY FOR THE SEVERAL SCHOOL DIVISIONS DETERMINED AND PRESCRIBED BY THE BOARD OF EDUCATION AND TO SPECIFY CERTAIN OBJECTIVES FOR THE BOARD OF EDUCATION AND LOCAL SCHOOL BOARDS.

Be it enacted by the General Assembly of Virginia:

S. 1. That the standards of quality for public schools in Virginia, as determined and prescribed by the Board of Education, are revised as follows: . . .

Planning and Management Standards

1. The School Board shall adopt policies which guide the total operation of the school division toward established objectives.

2. The superintendent shall prepare a policy manual in cooperation with school division personnel.

3. The superintendent shall develop the capability, procedures, and organizational structure to enable the school division to plan for future needs.

4. The superintendent shall involve the community and his staff in the preparation of a five-year plan, which shall be updated annually. Such a plan shall be based on a study of the extent to which pupils are achieving the eight broad objectives formulated by the Board of Education and shall be designed to raise the level of pupil performance. This plan shall be reviewed and approved by the School Board and submitted to the State Superintendent of Public Instruction for approval by the Board of Education.

5. The superintendent shall prepare and present to the School Board an annual plan to achieve specific objectives of the approved five-year plan as part of the annual operating and capital outlay budgets.

6. The superintendent shall, as directed by the Board of Education, make annual follow-up studies of former students (dropouts and graduates) who enter employment or who continue their education beyond high school as a means of assessing the effectiveness of the school program.

7. The superintendent and his staff shall provide an effective program of instructional supervision and assistance to principals and teachers that is consistent with the objectives of the school division.

8. The superintendent and his staff shall provide for the cooperative evaluation of central office personnel and principals and shall provide assistance to principals in the cooperative evaluation of teachers and other school employees.

The standards of quality prescribed above, as herein revised, and made effective, shall alone be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

S. 2. In addition to the standards of quality revised, and made effective as prescribed above, the State and local school divisions shall undertake to achieve the objectives set out below. Annual reports will be prepared by the Board of Education to show the progress being made throughout the State to meet these objectives. The Board of Education is directed and shall have the authority to promulgate rules and regulations necessary to implement these objectives.

Performance Objectives

State

1. A number of pupils equal to at least seventy percent of the pupils who entered the first grade twelve years earlier should be graduated from high school.

2. The percentage of the school population overage in the elementary grades should not exceed twenty percent of the enrollment in grades K-7.

3. The percentage of the student population achieving at or above grade level norms or the equivalent as measured by approved standardized achievement tests should equal or exceed the mean ability level of the student population as measured by appropriate scholastic aptitude tests.

4. At least thirty-one thousand, seven hundred fifty five-year-old children in the State should be enrolled in kindergarten.

5. At least one hundred thirty thousand pupils should be enrolled in summer programs.

6. At least fifty thousand eligible children should be enrolled in special education programs.

7. At least one hundred thirty-five thousand adults should be enrolled in continuing education programs.

8. At least seventy percent of the high school graduates should continue their education in programs provided by colleges and by schools such as business, nursing, data processing, and trade and technical.

9. At least ninety percent of the teachers should be assigned to teach only those subjects for which they have certificate endorsements.

10. At least twenty-three percent of the teachers should hold advanced degrees.

School Division

1. High school graduates expressed as a percent of the first grade enrollment twelve years earlier should increase by at least three percent each year or until a level of seventy percent is reached. Appropriate adjustments will be made for school divisions with significant increases or decreases in school population.

2. The percentage of the school population overage in grades K-7 should be reduced by at least two percent each year or until a level not exceeding twenty percent is reached.

3. The percentage of the student population achieving at or above grade level norms or the equivalent as measured by approved standardized achievement tests should equal or exceed the mean ability level of the student population as measured by appropriate scholastic aptitude tests.

4. The percentage of teachers holding advanced degrees should increase by at least two percent each year or until at least twenty-three percent of the teachers hold such degrees. Work toward advanced degrees should be in the subject area to which the teacher is assigned.

5. The percentage of attendance of pupils shall not fall below the average of the last three years or ninety percent of school membership.

6. Teachers shall be assigned to teach only those subjects for which they have certificate endorsements unless exceptions are granted by the Board of Education.

Planning and Management Objectives

1. Individual School Planning and Management (Principal and Staff).

In accordance with local policies and regulations, the principal shall be responsible for discharging the following major duties:

a. The principal shall involve the community and his staff in the preparation and implementation of an annual school plan, which shall be consistent with the division-wide plan and which shall be approved by the division superintendent.

b. The principal shall develop a school handbook of policies and procedures which are in compliance with and which implement division policies.

c. The principal shall coordinate the services of all persons who work in the school to provide a healthful, stimulating school environment and an efficient and effective operation.

d. The principal shall assign pupils to classes, programs, and activities that are designed to promote maximum learning. All pupils whose achievement is below a level commensurate with their scholastic aptitude should be diagnosed for learning disabilities and appropriate instruction should be prescribed.

e. The principal shall ensure that instructional materials and equipment are used to provide learning experiences that are compatible with the educational needs of pupils.

f. The principal and his staff shall establish methods of evaluating the progress of individual students and the effectiveness of the instructional program in each classroom and in the school as a whole.

g. The principal shall provide direct instructional supervision and assistance to teachers to help them meet the standards for classroom planning and management and shall utilize available supervisory and other consultant personnel as needed to ensure an effective instructional program in the school.

h. The principal and his staff shall provide for the cooperative evaluation of the teachers and other employees in his school. The evaluation of teachers shall be based on the standards for Classroom Planning and Management.

2. Classroom Planning and Management (Teacher)

In accordance with local policies and regulations, the teacher shall be responsible for discharging the following major duties:

a. The teacher shall provide for the humanizing of instruction in the classroom. To accomplish this, the teacher should:

(i) Know the academic strengths and weaknesses of each child;

(ii) Know the home and community environment of each child;

(iii) Treat each child as an individual in accordance with his needs;

(iv) Understand and appreciate each child as an individual of worth; and

(v) Help each child to recognize his potential, to develop his abilities, and to assume his responsibilities as a member of the group.

b. The teacher shall provide for individual differences in the classroom. To accomplish this, the teacher should:

(i) Provide different subject matter and learning experiences and have different achievements standards for individuals with different abilities and/or past achievements; and

(ii) Provide opportunities for pupils to work independently on meaningful tasks that derive from and contribute to the planned activities of the group.

c. The teacher shall make use of available instructional materials and other resources that are appropriate to the needs of the pupils. To accomplish this, the teacher should supplement the textbook and make appropriate use of:

(i) Additional reading materials, such as library books and reference materials, magazines, and newspapers;

(ii) Educational television and other audio-visual aids;

(iii) Demonstrations, dramatizations, and other classroom activities;

(iv) Field trips;

(v) Resource persons and school-related youth organizations; and

(vi) Individual and group projects, in or out of school.

d. The teacher shall organize learning activities to achieve specific objectives which should include:

(i) The development of needed skills;

(ii) The understanding of specific concepts;

(iii) The solution of meaningful problems; and

(iv) The development of wholesome attitudes.

e. The teacher shall provide a favorable psychological environment for learning. To accomplish this, the teacher should:

(i) Develop and use questioning techniques that require pupils to employ the higher cognitive processes as well as to demonstrate retention and comprehension;

(ii) Encourage pupils to express their ideas in group discussions; and

(iii) Involve pupils in planning and conducting class activities under the guidance and direction of the teacher.

f. The teacher shall evaluate the progress of students. To do this, the teacher should:

(i) Emphasize the application of knowledge to new situations;

(ii) Include achievement in all areas of instruction, habits of work, attitudes, personal traits, and group relationships; and

(iii) Help each pupil to develop the ability to evaluate his own progress and to involve him in the evaluation process.

WISCONSIN

Legislation was mandated by the Wisconsin State Legislature during the 1971 legislative session. No funds were appropriated for the educational assessment, at the time of passage of the legislation. In July 1972, $26,000 was allocated for the first year's planning activities by the Board of Government Operations.

CHAPTER 125, LAWS OF 1971

S. 443. 115.28 (10). Educational Assessment. Develop an educational assessment program to measure objectively the adequacy and efficiency of educational programs offered by public schools in this state. The program shall include, without limitation because of enumeration, methods by which pupil achievement in fundamental course areas, as set forth in s. 118.01 (1), and other areas of instruction commonly offered by public schools, will be objectively measured each year. Assessment shall be undertaken at several grade levels on a uniform, statewide basis.

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ADDENDUM

The information for this report was collected in the early summer of 1972. This addendum serves the purpose of updating the pending bills in the report, and providing more current information on bills that have been enacted or are expected to be introduced in the 1973 session for which we had no data earlier.

There are three bills for Illinois in the report that are noted as pending bills. Senate Bills 1430 and 1432 failed to pass; Senate Bill 1548 was enacted. Illinois plans to reintroduce Senate Bill 1430 in the 1973 session. The other state with a pending bill in the report is New Jersey. Assembly Bill 822 did not pass the 1972 legislature.

A table has been added to the report following the Addendum which presents the kinds of bills that have been enacted. Some of these bills are recent acquisitions and are not included in the text. They will appear in the first updated version of the report. The first is Assembly Bill 665 for California which amends the Miller-Unruh Act and the California School Testing Program described in the text. New Jersey has introduced Asssembly Bill 1272 which contains some elements of accountability and is pending at the present time. Two bills on the evaluation of professional employees are noted in the table for Florida and Washington. It is possible that more bills of this type and on performance-based teacher education programs will be reported in the updated version of the report.

States known at this time that may have legislation introduced in the 1973 legislative session are Georgia, Kansas, Oregon, Oklahoma, Rhode Island, Texas, and Wyoming.

October 1972

GENERAL OVERVIEW OF LEGISLATIVE ACTS*

State	Law	Systems Analysis			State Testing or Assessment Program	Evaluation of Professional Employees
		PPBS	MIS	Uniform Accounting System		
ARIZONA	Article 2.1				X	
	S.B. 1294			X	X	
CALIFORNIA	A.B. 665				X	
	A.B. 293					X
COLORADO	Article 41				X	
	Article 42	X				
CONNECTICUT	P.A. 665				X	
	H.B. 5371**					
FLORIDA	S.B. 656				X	
	H.B. 894				X	
	Ch. 231					X
HAWAII	Act 185*	X				
ILLINOIS	S.B. 1548	X				
INDIANA	P.L. 309	X				
MARYLAND	S.B. 166				X	
MASSACHUSETTS	Willis-Harrington Act				X	
MICHIGAN	H.B. 3886				X	
NEBRASKA	L.B. 959			X	X	
OHIO	H.B. 475	X				
OREGON	S.B. 131					X
PENNSYLVANIA	1963 Act				X	
RHODE ISLAND	Ch. 16-22				X	
	Ch. 49		X	X	X	
VIRGINIA	H. 845				X	X
WASHINGTON	28A, 67.065					X
WISCONSIN	Ch. 125				X	

*The 1967 Senate Resolutions for the States of Maine and Hawaii have been omitted from this Table.

**This law established a legislative program review committee to review programs of all state agencies.